

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Language is an important thing to communicate with other people. Without language people may just use gesture to express their feeling. Actually there are two forms communication; they are verbal and non verbal communication as the instrument of information's exchange. Verbal communication is communication using activity such oral language and written, while non verbal communication is communication without the words, such face expression, body movement, performance, and attitude. But the main instrument of human beings' communication is language. O'Grady, *et al* (1997:1) says that language is many things a system of communication, a medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, and a catalyst for nation building.

The differences of languages will cause difficulty to make good communication, so it is important to find out the international language that can be understood by most people in the world. Because international language will be the parameter to make communication around the world, and at this time English is as the international language. Michael (1999: 1) says English as a second language for most of people of the world, has

increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy.

Since English as an international language, many people learn it either in formal or informal institution. Muhammadiyah University of Surakarta is formal institution which one of the Faculties is Teacher Training and Education Faculty which has English Department. In English Department there are four skills of language that should be mastered. Those are listening, speaking, reading, and writing. Someone is said to be competent in language if he or she is clever to scrutinize, communicate, read, and write in and by using language. Language is all about communicating with people and most communication is through speech (*Http//long cent. man ac.uk/ill/spk skls: htm*). By speaking with others, we are able to know what kinds of situation in the world are. A researcher has found that people who have ability in speaking will be better in receiving information. So speaking skill is the most important skill of learning a second of foreign language, Fauzati (2002: 126) says success is measured in terms of ability to carry out a conversation in the language.

Whereas in near time, free market will be opened in the developing country; it is possible for us to have business with many people from different countries. The need of speaking competence cannot be bargained again and it is one requirement. It is meaning that the necessity of societies about English orally has increased. The increase of societies' need

toward communication ability of English should be followed by giving the solution in fulfilling society demands.

The need of society about English orally cannot be ignored. From here, English competence should be given attention, moreover speaking competence for the candidate of English teachers, because they are persons who convey English material. So, the teachers of English should master English skills; they are listening, speaking, reading, and writing skill. Language is central to education; it is an essential part of thinking and it enhances the learning process. In addition the teacher of English language can either facilitate or hinder learning. (Marie and John, 1991: ix). Automatically they often use speaking skill to explain the material. Henry (1990:15) says “speaking is the ability to pronounce sounds, articulation, and word, to express, to say and convey our idea”. Teachers are hoped to have speaking achievement, in order they can convey the material to their student and also can produce the students who have speaking competence.

In the reality there is the different speaking achievement between one student to another student. There are the students who succeed in speaking achievement and also there are the students who fail in speaking achievements , According to Ratih ( 2002: 3 ) “ the success of the students in communication is influenced by many factors: vocabulary mastery, environment, intelligence, students motivation, perception, cultural background, social economic of the students parents, teaching learning process, teacher, curriculum material and personality. So the failure which is

produced cannot be seen just from one side, such we accuse the teacher or the method which is used in teaching learning process. Some of the students admit that it is uneasy to speak in front of the people, even though they have already prepared what should be spoken, but their thought will disappear suddenly when they start to speak in front of the class. In other words, the students feel anxious when they have to speak in front of the class. The anxiety indicates that they feel unconfidence in speaking. Krashen and Terrell (1983:38) state that learner with self-confidence and good self-image tend to be more successful. Hakim (2002: 1) also says the success in every field cannot be achieved by people without enough self confidence, while Al Uqshori (2005:6) says without self-confidence it is impossible to achieve the success. From this phenomenon the writer is interested to make the research about the correlation between students' self- confidence and speaking achievement.

#### **B. Problem of the Study**

The writer formulates the problem as follows “Is there any correlation between students' self-confidence and speaking achievement?”

#### **C. Limitation of the Study**

In this research, the writer only focuses on the correlation between self-confidence and speaking achievement of the first grade of English department students of Muhammadiyah University of Surakarta at the Academic 2004 – 2005. The self-confidence refers to a believe to

themselves and speaking achievement refers to students ability to use the language orally.

#### **D. Objective of the Study**

Based on the problem statement, the objective of the study is to determine whether there is a correlation between students' self-confidence and speaking achievement.

#### **E. Benefit of the Study**

The writer hopes this research will be useful in English teaching and learning. There are two kinds of benefits, namely: practical and theoretical benefit.

1. Practically, the research paper will be useful to facilitate the reader who is interested in analyzing self-confidence and speaking achievement.
2. Theoretically, the finding of this research will enrich the theory of self-confidence and speaking achievement. For the lecturers of UMS, the study will give awareness that self-confidence is important in achieving the high score of speaking skill and for the students of UMS the study will make more understanding that self-confidence is needed to get a high achievement on speaking.

## **F. Research paper organization**

The writer organizes this paper in order to make it easier to understand. The following shows the content of this research paper. The first chapter is introduction. It consists of background of study, research problem, objective of study, benefit of study, and research paper organization.

In second chapter , the writer talks about review of related literature; there are previous research and underlying theory that consist of the definition of self confidence, factors of self confidence, characteristic of self confident, aspect of self confidence and the description of speaking achievement.

In third chapter, the writer discusses the research method. It consists of the objective of study, place and time research, method of research used, the subject of the study: population and sample and sampling, technique-collecting data, and technique of analyzing data

The fourth chapter discusses the result of the research and discussion

Chapter fifth is the last chapter. It consist of conclusion and suggestion.